DOCUMENT RESUME

ED 023 463 PS 001 264

Guidelines for Planning Preschool Programs for Educationally Deprived Children under Title I of the Elementary and Secondary Education Act of 1965.

Texas Education Agency, Austin. Div. of Compensatory Education.

Pub Date 67

Note-27p.

EDRS Price MF-$0.25 HC-$1.45

Descriptors-Bibliographies, *Culturally Disadvantaged, Facility Requirements, Personnel Selection, Preschool Children, *Preschool Programs, Program Costs, *Program Guides, *Program Planning

This guideline bulletin was prepared to assist local schools in planning and implementing preschool programs for educationally deprived children. Program objectives and organization (including topics such as pupils, personnel, evaluation, parental involvement, and records) are included. The general characteristics of 4- and 5-year-olds and the educational program best suited for children in this age group are discussed. A description of needed school facilities and an equipment cost estimate are also given. (MS)

Guidelines
for
Planning Preschool Programs

for

Educationally Deprived Children

Under Title I of the Elementary and Secondary Education Act of 1965

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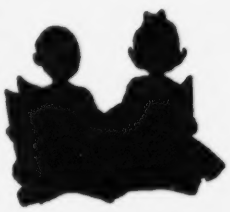

Program and Staff Development Section
Division of Compensatory Education
Texas Education Agency
Austin, Texas

Fall 1967

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GUIDELINES FOR PLANNING

PRESCHOOL PROGRAMS

FOR

EDUCATIONALLY DEPRIVED CHILDREN

UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION

ACT OF 1965

Program and Staff Development Section

Division of Compensatory Education

Texas Education Agency

Austin, Texas 78711

Fall 1967

PS 001264

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COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices.

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.

3. Non-discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

FOREWORD

This publication is designed to assist local schools in planning and implementing preschool programs for educationally deprived children under Title I of the Elementary and Secondary Education Act of 1965. The bulletin was developed by the Program and Staff Development Section of the Division of Compensatory Education.

It is the hope of the Texas Education Agency that local school staffs will find the information in the bulletin of value in helping them to improve the design of existing preschool programs and to implement new programs.

J. W. Edgar
Commissioner of Education

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Austin, Texas

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INTRODUCTION

The purpose of this guide is to provide leadership for improving the design of existing Title I preschool programs and for implementing new programs. A review of current research and studies in the field of early childhood education and a review of curriculum guides from various states were the resources used in the preparation of this guide.

Recent advances in our knowledge of human development and the learning process support the national emphasis being given to early childhood education. Present day research on cognitive development by Piaget, Wann, Bruner, Bloom, and other authorities suggests that the early years of three to six are crucial years in learning. According to Bloom, an individual has developed about fifty percent of his thinking pattern and ability to organize thought by the time he is four years old and eighty percent by the time he is eight. Mukerji suggests that because of the continuous nature of a child's development, new learning can be rooted only in previous learning: earlier learning affects all learning that follows. Restricted learning experiences retard the development of children. Research suggests that educationally deprived children who are provided with opportunities for educational experiences in preschool programs are able to cope more successfully with the education that follows.

Preschool education has an important contribution to make to the entire educational continuum of the child. It is important not because it develops preparedness for the first grade, but rather because it provides enriched educational experiences for young children and a sound foundation for children who will be in the first grade.

The Texas Education Agency does not envision the preschool program as a downward extension of the first grade, but rather as a program uniquely adapted to meet the needs and interests of the individual child at the four- and five-year-old level. The program should provide learning experiences to foster the intellectual, physical, emotional and social development of the child. The curriculum should be an <u>experience curriculum</u> which is rich in first-hand and multi-sensory experiences: in opportunities to develop a positive self-image, language, concepts, skills, creativity, curiosity: and to solve problems. It's primary focus should not be on the mechanics of reading, writing and arithmetic. It should not feature the primary activities. There is no set body of facts and figures to be memorized or repeated. The child is not to be seat-bound, ditto-color-sheet-bound, paper-pencil-bound, workbook-bound, or test-bound. The program should be highly individualized.

The Title I Preschool Program is intended to prevent academic failures and dropouts. By providing the educationally deprived child many opportunities for success and by providing him with a program uniquely adapted to his needs, he will be given the educational experiences which he lacks and which are crucial to success in the academic program. In compensatory education, therefore, major emphasis is placed on early childhood programs because of the great potential they hold for the prevention of failures.

DEFINITION OF PROGRAM

Preschool Program

- A preschool program is defined as a program for four- and/or five-year-old children which provides educational experiences appropriate for their various maturity levels and cultural backgrounds and will serve as a sound foundation for their educational continuum.

Summer Enrichment Program

- Summer Enrichment Program is defined as a summer educational program conducted for children prior to entry into the first grade.

PURPOSE OF PROGRAM

The purpose of Title I of the Elementary and Secondary Education Act is to provide a planned educational environment which will extend and enrich the educationally deprived child's experiences and broaden his understandings, abilities, knowledge, attitudes, and skills, and which will help the child overcome a cultural and educational lag.

MAJOR OBJECTIVES OF PROGRAM

Major objectives are based on the rationale that the program should:

- Provide a rich environment for living, thinking, and learning which will assist each child in experiencing success at the present and upon which subsequent success can be built
- Provide learning experiences based on a knowledge of each child's physical, social, emotional, and intellectual needs and interests
- Provide concrete and direct experiences which will broaden his understanding and knowledge of his physical environment
- Provide learning experiences for development of physical and motor skills
- Provide learning experiences which are commensurate with each child's potential and developmental needs
- Provide comprehensive educational experiences which will meet the special needs of educationally deprived preschool age children

- Provide for the development of a positive self-image, positive attitudes, and self-motivation for learning
- Provide for the development of values and patterns of behavior for democratic living
- Provide for screening of physical, language, and learning disabilities; social and psychological problems
- Provide special services and a modified curriculum for children with handicaps or unusual needs, such as the non-English speaking child
- Provide for parental involvement as an integral part of the educational program for young children
- Provide opportunities for the involvement of other school personnel in planning the program in order to insure the continuum of learning

GENERAL CHARACTERISTICS OF FOUR- AND FIVE-YEAR-OLD CHILDREN

Study of the characteristics of children at different age levels is basic to planning the program activities for young children. Awareness of the fundamental needs and interests of children is essential to planning their daily program and suitable methods of working with them.

Each child is unlike any other child. He grows and learns according to a broad general pattern. All growth is continuous and follows an orderly sequence, but it continues in varying rates for each individual child. Growth is cumulative, with each stage of development influencing the stages which follow. As children grow at their own particular rates, there are marked individual differences among children. There are many common characteristics which appear repeatedly among age groups.

Four-Year-Olds

The Child

Physically

- grows rapidly
- is active but tires easily
- can sit still short periods of time
- has poor control over large and small muscles
- is self-reliant in his personal habits
- has usually developed hand preference
- is developing eye-hand coordination
- is nearsighted
- is experimenting with language
- is susceptible to communicable diseases

Intellectually

- is developing imagination and creativity
- expands experimentation with communication
- has difficulty participating in large group activities
- has difficulty taking and following directions
- has short attention span
- learns through use of the five senses; seeing, hearing, touching, tasting, smelling
- learns by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning
- learns through concrete and direct experiences rather than abstract learning
- has difficulty understanding time sequence
- cannot distinguish between truth and fiction

Socially

- is self-centered
- seeks companionship of other children
- is learning to work and play in small groups
- has difficulty sharing ideas and materials
- feels strongly about his rights

Emotionally

- needs a sense of belonging
- needs a feeling of security
- has a strong emotional link with home and family
- has difficulty with inner self-control
- is growing in emotional stability
- is developing a self-image
- is building self-confidence
- is developing sex identity
- is learning sex roles
- is asserting independence by saying, "No." "Me do it."

Five-Year-Olds

The Child

Physically

- grows rapidly
- is active but tires easily
- has a short attention span
- has better control over large muscles than small muscles
- has usually developed hand preference
- has difficulty focusing eyes sharply on an object
- is experimenting with language
- is susceptible to communicable diseases and common colds

Intellectually

- is learning to listen purposefully and without interruptions
- is highly imaginative and creative
- is curious about the world in which he lives
- expands experimentation with communication
- learns through use of the five senses
- learns by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning
- learns through concrete and direct experience rather than abstract learning
- has limited powers to learn, to organize, to generalize, and to draw relationships

Socially

- is self-centered
- seeks companionship of other children
- is ready to work and play in small groups
- is beginning to share ideas and materials
- feels strongly about his rights

Emotionally

- needs a sense of belonging
- needs a feeling of security
- has a strong emotional link with home and family
- is growing in emotional stability
- is developing a self-image
- is developing inner self-control
- is developing sex identity
- is learning sex role

ORGANIZATION OF PROGRAM

Length of School Day

- It is recommended that the school day not exceed two and one-half to three hours.

- If the school day exceeds three hours, the children should be served a hot lunch. In a full day program, children should have a one- to two-hour afternoon nap in a prone position and spend the remainder of the afternoon in quiet, child-selected but supervised activities.

Class Size

- It is recommended that no more than 15 children be grouped together with one teacher and one aide. It is realized that this recommended class size may not be possible in all preschool programs.

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Age at Entrance

- Children usually admitted to a program are four years of age, five years of age, or six years of age after September 1. Children should be grouped according to needs and interests. Generally the same age children have the same interests and needs. When children of widely different ages are together, the needs of one age-level are likely to be sacrificed to the other although individual members may profit from occasional contacts with children of other ages.

The Teacher

- The teacher must have a valid elementary teaching certificate or an emergency teaching permit in a Title I Program.

- The key to a good program for young children is an effective teacher. The teacher must possess professional qualifications in addition to a broad, liberal education. She should have course work in early childhood development. There are also many personal qualities that a teacher of young children should possess: stable emotions; physical stamina and energy; desirable health habits; a pleasant, well-groomed appearance; pleasing voice; sense of humor; patience; kindness and gentleness; rapport with the children and parents; a non-sentimental love for children; understanding and respect for children; understanding of individual differences; social competence; and professional ethics.

- The role of the teacher is to plan, organize, and design the daily program that will satisfy the physical, intellectual, social and emotional needs of young children. The teacher must be active and creative in this role and must provide a relaxed environment for learning rather than a rigid and cold environment. Emphasis should be placed on helping children "love to learn" and developing a positive self-image.

The Paraprofessional

- An aide should be selected for her ability to work with young children and her desire to work with young children. She should enjoy being with young children and should understand and love children. She should be emotionally stable, well-groomed, willing to learn how children grow and develop, and willing to take directions and constructive suggestions from the professional, who is the teacher and the manager of the class. A teacher aide does not assume the role of the teacher in a professional sense, but should take an active part in all phases of the program.

In-Service

Long range plans should be made for a continuous pre-service and in-service program for teachers and aides. Consultants knowledgeable in the area of early childhood should present such topics as growth and development, guidance techniques, curriculum content, teaching techniques, and equipment and materials. (Schools having programs for young children might choose to have joint district or area in-service meetings.)

Evaluation

. A young child's progress cannot be measured accurately and completely by standardized tests. Other measuring instruments for evaluating the progress made by young children are anecdotal records on individual children or systematic observations of a small group of children made periodically by the teacher and the aide. Also, consultants knowledgeable in early childhood might make pre- and post-observation of the group to strengthen the procedures followed by teacher and aide.

Progress Report

. The progress report to parents should be a report on the child's social, emotional, physical, and intellectual progress in the form of a personal conference or letter rather than the traditional elementary report card. The teacher's daily anecdotal record should be the guide in evaluating the growth of each child in a group. Reporting should be in a positive form. In preparing the report, comments such as the following may be used:

.. Language Ability-John can make himself understood in conversation with the teacher. He speaks well in small group discussions.
.. Stories-John enjoys and listens to stories read to the children in a group. He sometimes asks to be read to independently.
.. Motor Control-John is becoming more successful in his ability to use the crayon when coloring. This is evident in the rhythmic strokes in his drawings.

Extended Services

. Health Services

.. It is highly recommended that each child be given a complete physical and dental examination and appropriate laboratory tests such as urinalysis and blood tests prior to entry into the program. Medical follow-up is also recommended.
.. Each child should have either a record of immunizations against communicable diseases or should be vaccinated against communicable diseases upon entry into the program.
.. Each child should be inspected for possible symptoms of illness each morning before he is admitted to the group. This inspection may be made by a nurse, or by a teacher or an aide trained for this work. A child showing symptoms of illness should be isolated from the group until arrangements can be made for his care.

. Diagnostic and Remedial Services

.. It is highly recommended that children with social or psychological problems be provided depth diagnosis and treatment.
.. It is highly recommended that children with learning and language disabilities be provided depth diagnosis and remediation.

. Food Services

Children may be served milk and (instant) breakfast upon arrival. Children <u>should</u> be served a mid-morning snack of fruit or juice. Lunch should

be served if the session extends through 12 o'clock or extends beyond the three hour period.

. Home Visitor

Should be assigned to make visits to homes

.. to explain the program to the parents
.. to encourage parents to send children to the program
.. to guide parents on how they can contribute to the child's learning experiences
.. to check on any needs such as clothing, shoes, transportation, and illness that might prevent the child's regular attendance
.. to encourage parents to maintain an active interest in the program through visits, contribution of time, participation in group discussions, attendance in adult classes

Parental Involvement

. Parental involvement should be an integral part of any educational program for young children. Through their involvement, parents develop a deeper interest and understanding of the program for four- and five-year-old children. Parents can set a community attitude in support of good teaching and the school. It cannot be assumed that parents should be interested in the school. Every effort should be made by the school to involve parents through as many means as feasible. For instance:

.. Parents should visit the school for the purpose of observing the program in operation and should have an opportunity to confer with the principal and with the teacher.
.. Parent-study groups may be organized around parent's interests and needs
.. Parents could serve as teacher aides or volunteers
.. Meetings of parents should be arranged

School Records

. A simple but adequate system of records should be kept on each child. It should include such information as child's name and date of birth; name and occupation of parent; place where parents can be contacted; health records; daily attendance; and anecdotal record. The child's record should be passed on to the first grade teacher.

THE EDUCATIONAL PROGRAM

The daily program of activities is very similar for four- and five-year-old children. Activities for four-year-old children are primarily self-chosen and self-directed. When grouping four-year-old children for activities, the group should be small-from three to five children. Activities for five-year-olds should include both individual activities which are self-chosen and self-directed and group activities such as discussion, evaluation, story time and music. The program is planned around the children's individual needs and interests rather than around a group of learning experiences designated as

appropriate for all four- or five-year-olds. Learning experiences are introduced on the level of understanding of each child. The program does not develop preparedness for first grade, but rather provides for a continuous educational process which seeks to provide a sound foundation for children who will be in the first grade.

The Program

The educational program should provide for a daily routine and a schedule of activities within a warm, accepting environment. Included in the program should be child-selected and directed and teacher-led experiences which are purposefully planned by the teacher and fitted into a daily schedule. The daily activities should be rich and diversified in concrete, manipulative, and sensory learning experiences as young children learn through their senses--seeing, hearing, tasting, smelling, and feeling or touching. Concrete experiences are essential, as young children have difficulty in dealing with abstractions; their foundation for future learning must begin with concrete experiences. Children are able to generalize, to organize, and to draw conclusions from what they perceive through their senses.

Content for learning experiences throughout the daily schedule is drawn from all disciplines such as language arts, social studies, mathematics, science, health and safety, family living, nutrition, creative arts, dramatics, and music. These should be developed as an interrelated series of learning experiences rather than as isolated subjects. No experience lies in one of these areas alone; each involves two or more, and the learnings are interrelated and interdependent. The learning experiences should be integrated through conversation, discussion of topics, talks with guests, dramatizations, play, creative arts, songs, or rhythm. These learning experiences should help the child develop basic concepts, skills, abilities, attitudes, and knowledge. The methods, procedures, and practices used in developing the learning experiences should reflect an understanding of early childhood growth and development.

The Daily Schedule

The daily schedule is essential as a framework around which activities are planned. It should:

- be flexible
- be informal
- be consistent
- provide large blocks of time
- provide a balance between active and quiet activities
- provide for a variety of activities and educational experiences to meet the needs of children with different abilities
- provide freedom for exploring, manipulating, experimenting, questioning, and solving simple problems

Suggested Daily Schedule

The following is a suggested sequence of children's daily activities. The sequence of activities in the daily schedule will vary with the local school.

- Arrival, Greeting, and Free-Time

  Children arrive and are informally greeted by name by the teacher; children's physical conditions are observed for possible symptoms of illness; children may participate in self-selected and self-directed activities such as block building, bead stringing, and drawing with crayons.

- Opening Ceremony

  Welcome returning absentees; opening song; birthday observances

- Planning Time

  A short period is spent in discussion of plans for the day; comtemplated changes in accustomed routines may be explained.

- Study Time

  This is a time for group or individual activity; content for learning experiences should be drawn from all disciplines such as language arts, social studies, mathematics, science, health and safety, and nutrition; ideas for learning experiences should evolve from concrete and direct experiences. Learning experiences should be integrated through the children's participation in conversation, group discussion, story telling, dramatization, and creative development of poems and stories rather than be taught as isolated subjects.

- Outdoor Activity

  This is an outdoor play period of self-selected and self-directed activities by children. Each child may play independently, with another child, or with a group of children.

- A period of "Routine" (Washing hands, toileting, eating, and resting or relaxing).

  Snack time is a "pickup" of juice, fruit, or milk. Rest period should be observed in a prone position for 10 to 15 minutes. Young children are stimulated easily and tire quickly; the rest period helps them learn to relax. Rest time should be pleasant and happy and not be regarded as punishment by the children.

- Art Activity

  This should be a child-selected activity with the children working independently or in a group with such materials as blocks and accessories, paints, crayons, scissors, paste, construction paper, finger paints, and puzzles.

. Music and Rhythm Time

These activities may include singing, creative movement to music, listening to records, and experimenting with rhythm instruments. Emphasis is on the joy of singing, listening, and free body movement rather than skill in performance.

. Story Time

The children are brought into a semi-circle for story time. The teacher can read, tell, or have the children help tell the story. Puppets and other properties may be used in the telling of a story.

. Evaluation

The teacher will help the children review the day's learnings. This helps children leave with a feeling of accomplishment. It is also the time to make plans for the following day.

. Dismissal

The teacher bids each child good-by as he departs. The teacher should see that each child is picked up by a parent or a parent substitute or gets on a school bus.

FACILITIES

Suggested basic preschool physical facilities, equipment and materials for 12-15 children.

Physical Facilities

. Indoor Space

.. A room of about 40 square feet of floor space per pupil, exclusive of bathroom, cloak room, or storage space, is most desirable.

.. The room should be located on the first floor, preferably in a separate wing of the school or in a separate building.

.. Floor covering should be of such materials as linoleum, rubber or vinyl tiles.

.. Restroom facilities separate from primary grades and convenient to the child development center are desirable.

.. The room should be effectively organized into "learning centers" such as library, science, block, manipulative, home and family life, art, music, rug or circle area, working tables and chairs, and lockers. Each center should be set up for a certain kind of activity with equipment, toys, and materials readily accessible to children.

.. The room should be well lighted, well ventilated, well heated, colorful, and cheerful.

.. A drinking fountain should be near and approximately 23 to 30 inches tall, with steps for short children.

.. Mobile units of furniture, storage, cabinets, and other equipment facilitate flexibility of use.

. Outdoor Space

.. Outdoor space of 75 to 200 square feet per child should be provided for outdoor play space.

.. Play space should be adjacent to the kindergarten room.

.. Shade is essential. Trees are valuable for shade, light, and sound control.

.. Outdoor space should be fenced or screened with a hedge for safety and should be separated from the elementary children's play area.

.. Outdoor equipment should be stable and safe.

<u>Room Equipment and Materials</u>

. 3 or 4 trapezoidal tables or 3 or 4 rectangular tables 24" by 48" or 24" by 36" (height varies 20" to 24" - varied heights to meet the needs of short and tall children)
. 1 round library table 48" in diameter or hexagonal table 48" in diameter (20" to 22" height)
. 15 posture built chairs - 10" - 14" high (some of varied heights to meet needs of short and tall children)
. napping cots or mats
. locker units (for 15 children)
. built-in counters and sink with running water
. storage cabinets - some open shelves for storage (one or two portable units)
. open shelves for blocks
. bookcase with slanting shelves
. large rug, minimum size 9' by 12', easily cleaned
. mirror (full size)
. two bulletin boards
. clock
. filing cabinet
. first aid cabinet and supplies
. wastebasket

Outdoor Equipment

. storage for outdoor equipment
. paved area (for riding tricycles)
. swing set
. jungle gym
. tree house

... tea set
... set of dishes
... stationary ironing board
... iron
... cleaning equipment set
... toy telephone
... doll bed, big enough for children to curl up in
... doll carriage
... dolls of both sexes and various races
... doll clothes and accessories

.. dress-up clothes

... dresser - toy
... dress-up clothes rack
... dress-up storage cabinet
... dress-up metal mirror
... suitcase
... aprons
... dress-up clothes

. Manipulative Center

.. puzzle racks
.. 24 puzzles - wooden, jigsaw, simple, 5-12 pieces, locked in frame
.. geometric forms
.. 5 coordination boards (triangle, square, circle, rectangle)
.. 10 peg and board sets
.. 2 color cones
.. 5 sets jumbo beads to string
.. 1 sequence counter
.. 1 set jumbo dominoes
.. toy money
.. cash register
.. balls
.. picture lotto

. Creative Arts Center

.. 1 or 2 double easels
.. 1 or 2 paint trays
.. 6 brushes (camel's hair or bristle - should be long handled and ½ to 1 inch thick - No. 10 - No. 14)
.. 6 pounds easel paint (powder) - include red, yellow, blue
.. 4 quarts paste
.. 9 quarts finger paint - include red, yellow, blue
.. 30 pounds clay
.. crayons - jumbo-sized wax
.. 12 packages construction paper (assorted colors)
.. 8 reams unprinted newspaper (18" by 24" sheets)
.. 8 rolls finger painting or glazed shelf paper (16" by 22" sheets)
.. 15 pair scissors
.. sponges
.. aprons

- Music Center

  - record player
  - records, carefully selected
  - musical instruments
    bells, sticks, drums, triangles, cymbals, and tone block
  - piano, if possible, or auto-harp

- Science Center

  - movable aquarium
  - cage for visiting animals
  - insect cage
  - thermometer
  - magnet
  - pulley
  - yardstick
  - foot ruler
  - scales
  - magnifying glass
  - measuring cups
  - egg beaters

- Library Center

  - story and picture books

    - variety of topics selected for various age levels-50 to 75 volumes

  - pictures

    - child activities
    - family activities
    - adult activities
    - animals
    - plants
    - birds-natural environment
    - seasonal and special day
    - story

  - puppets

- Audio-Visual Facilities

  - filmstrip projector
  - screen
  - filmstrips
  - tape recorder

- Teaching Aids

  - 2 flannel boards
  - flannel--various colors
  - flannel cutouts

. Miscellaneous

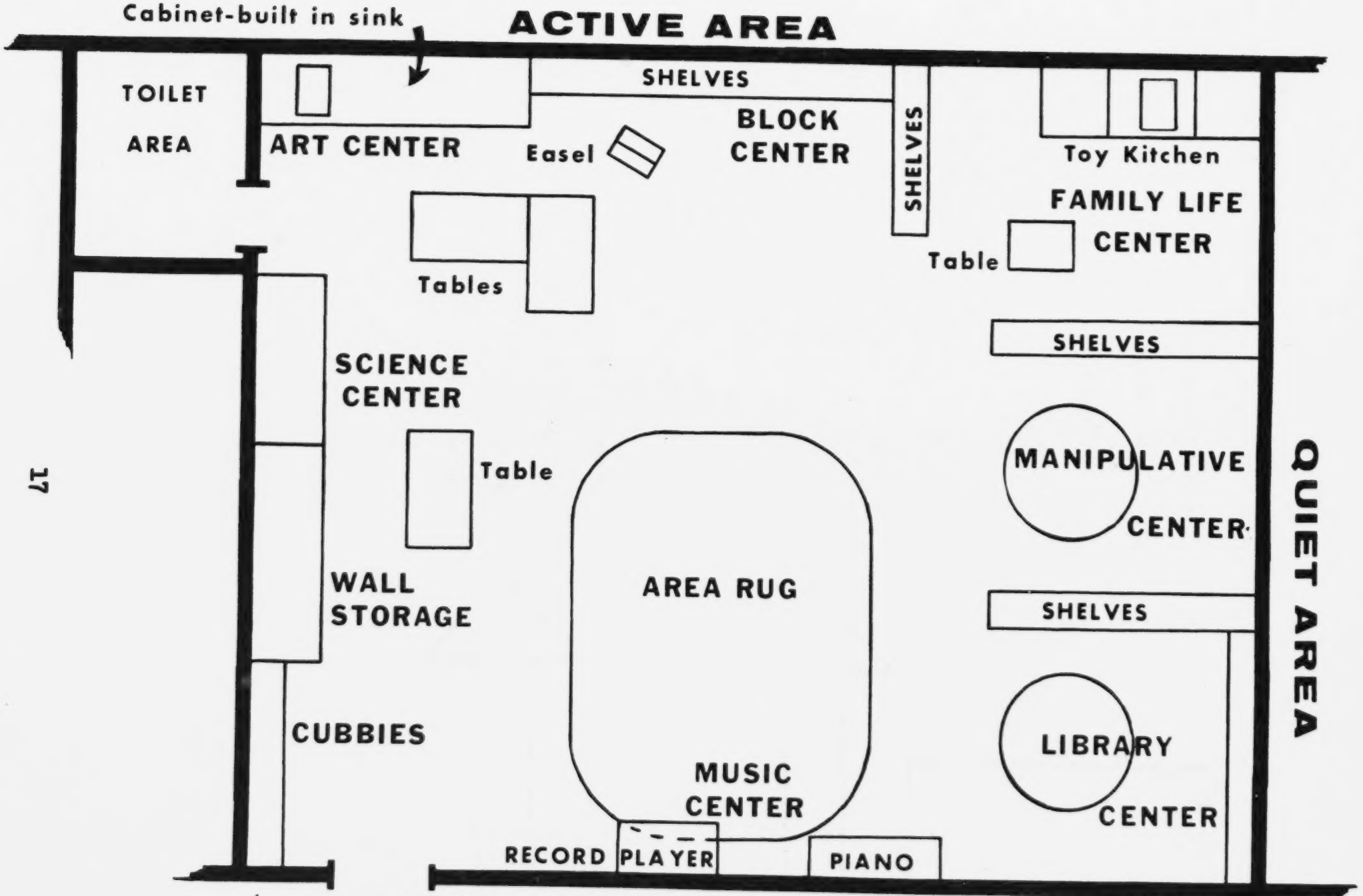
.. American flag
.. 1 globe, large
.. 1 map, state
.. 1 map, United States

. Consumable Supplies

.. teaching aids

... fresh fruits
... vegetables
... seeds

SUGGESTED FLOOR ARRANGEMENT



(A suggested floor plan to be used for adapting a regular classroom into a "learning center." This is not a building plan.)

EQUIPMENT COST ESTIMATE

Estimated Cost of Equipping a Half-Day Preschool For 15-18 Children $2,500 - $3,500

Indoor Equipment	
block building	$ 300 - 450
housekeeping	125 - 150
creative arts	350 - 400
music	250 - 400
science	50 - 100
picture & story books	175 - 200
tables & chairs	350 - 450
napping mats	50 - 75
miscellaneous	200 - 275
TOTAL	$1,850 -2,250
Outdoor Equipment	
climbing apparatus	$ 250 - 400
wheel toys	100 - 200
miscellaneous	300 - 400
TOTAL	$ 650 - 850
GRAND TOTAL	$2,500 -3,500
Yearly Maintenance and Replacement	$ 300 - 400

TEXAS EDUCATION AGENCY ASSISTANCE

For further assistance in:

. Planning, implementing, and assessing a program:

.. Program and Staff Development (Title I ESEA)
Division of Compensatory Education
Texas Education Agency
Austin, Texas 78711
(512) GR 5-4126

.. Migrant and Non-English Speaking Program (Title I-B)
Division of Compensatory Education
Texas Education Agency
Austin, Texas 78711
(512) GR 5-3371

For Assistance in the overall:

. Evaluation of the program:

.. Evaluation Section
Division of Compensatory Education
Texas Education Agency
Austin, Texas 78711
(512) GR 5-4448

. Administrative review and approval:

.. Program Review and Approval
Division of Compensatory Education
Texas Education Agency
Austin, Texas 78711
(512) GR 5-3327

SUGGESTED LIST OF REFERENCE BOOKS ON EARLY CHILDHOOD

Suggested list of books on curriculum and methods of teaching early childhood that will be helpful to the teacher of educationally deprived children in:

- understanding the development of young children
- planning the curriculum and teaching
- organizing the program for young children, and
- planning the physical facilities and selecting equipment

Association for Childhood Education International. Toward Better Kindergartens. Washington, D. C.: the Association, 1967. $1.25.

_____. Readings from Childhood Education. Washington, D. C.: the Association, 1966. $3.75.

Hammond, Sarah Lou and Others. Good Schools for Young Children. New York: The Macmillan Company, 1963.

Heffernan, Helen and Vivian Edminston Todd. The Kindergarten Teacher. Boston: D. C. Heath and Company, 1960.

_____. The Years Before School. New York: The Macmillan Company, 1964.

Pitcher, Evelyn Goodenough, Miriam G. Lasher, Sylvia Feinburg, and Nancy C. Hammound. Helping Your Children Learn. Columbus, Ohio: Carles E. Merrill Books, Inc., 1300 Alum Creek Drive, 1966.

Rudolph, Marguerita and Dorothy H. Cohen. Kindergarten-A Year of Learning. New York: Appleton-Century-Crofts, 1965.

Spodek, Bernard and Helen Robison. New Directions in the Kindergartens. New York: Teachers College Press, Columbia University, 1965. $2.95.

U. S. Department of Health, Education and Welfare. Educating Children in Nursery Schools and Kindergartens. Bulletin No. 11. Washington, D. C.: U. S. Government Printing Office, 1964. $.35 cents.

Wann, Kenneth, Miriam Dorn and Elizabeth Liddle. Fostering Intellectual Development in Young Children. New York: Teachers College Press, Columbia University, 1965. $1.95.

Suggested list of early childhood textbooks that will help the teacher understand the growth and development of educationally deprived young children.

Baker, Katherine Reed and Fane Xeria. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Gardner, Bruce. Development in Early Childhood. New York: Harper and Row, 1964.

Hawkes, Glenn R. and Damaris Pease. Behavior and Development From 5 to 12. New York: Harper and Row, 1962.

Hurlock, Elizabeth B. Child Development. 4th Edition. New York: McGraw-Hill Book Company, 1964.

Langford, Louise M. Guidance of the Young Child. New York: John Wiley and Sons, Inc., 1963.

Olson, Willard C. Child Development. 2nd Edition. Boston: D. C. Heath and Company, 1959.

Equipment and Supplies

Association for Childhood Education International. Recommended Equipment and Supplies for Nursery, Kindergarten. Bulletin No. 39. Washington, D. C.: the Association, 1200 - 15th Street, N.W., 1964. $1.25.

Bureau of Child Development and Parent Education. Suggested Equipment for Four and Five-Year-Old Kindergarten Children. Albany, New York: the Bureau, 1948.

Miscellaneous

Association for Childhood Education International. Children and Oral Language. Washington, D. C.: the Association, 1966. $1.00.

_____. Early Childhood-Crucial Years for Learning. Washington, D. C.: the Association, 1966. $1.25

_____. Music for Children's Learning. Washington, D. C.: the Association, 1965. $.75 cents.

_____. Young Children and Science. Washington, D. C.: the Association, 1965. $1.25.

_____. Readings from Childhood Education. Washington, D. C.: the Association, 1967. $3.75.

Davis Publications, Inc. Art Activities for the Very Young. Worcester, Massachusetts: 1961.

Lindstrom, Miriam. Children's Art. Berkely, California: University of California Press, 1963.

National Association for the Education of Young Children. Teaching the Disadvantaged Child. Washington, D. C.: the Association, 1629 -21st Street, N.W., 1966. $2.00.

_____. The Young Child-Reviews of Research. Washington, D. C.: the Association, 1967. $3.75.

_____. What is Music for Young Children. Washington, D. C.: the Association, 1966. $.75 cents.

_____. "Poverty, Education and the Young Child". Young Children. Washington, D. C.: the Association, May, 1965, $1.00.

_____. "The Administrator Looks at the Kindergarten". Young Children. Washington, D. C.: the Association, March, 1966.

_____. "Why Kindergarten". Young Children. Washington, D. C.: the Association, May, 1966. $1.00.

Taylor Publishing Company. "Your World" Series. Dallas, Texas: 1966. $14.25.

U. S. Department of Health, Education, and Welfare. A Creative Life for Your Child. Washington, D. C.: Children's Bureau Publication, 1962.

_____. Educating Disadvantaged Children Under Six. Bulletin No. 1, Washington, D. C.: U. S. Government Printing Office. $.15.

Periodicals

. National Association for the Education of Young Children, 1629 - 21st Street N.W., Washington, D.C. 20009

.. A current list of many useful publications by the Association is available on request. Young Children is published monthly from September through May. ($5.00)

. Association for Childhood Education International, 1200 - 15th Street, N.W., Washington, D. C.

.. A current list of many useful publications by the Association is available on request. Childhood Education is published monthly from September through May. ($5.00)